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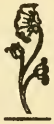
WEAVERVILLE COLLEGE

WEAVERVILLE, NORTH CAROLINA

Catalogs

For Both Sexes



1904 THIRTY-FIRST YEAR 1905

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Board of Trustees

Term Expires 1905.

Capt. W. E. Weaver.....Weaverville, N. C.
C. P. Weaver.....Weaverville, N. C.
T. H. Weaver.....Weaverville, N. C.
W. H. Reeves.....Weaverville, N. C.
W. P. Fincher.....Clyde, N. C.

Term Expires 1906.

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Dr. C. P. West.....Weaverville, N. C.
Rev. L. W. Crawford, D. D.....Greensboro, N. C.
Rev. C. M. Campbell.....Davidson College, N. C.
John A. Nichols.....Asheville, N. C.

Term Expires 1907.

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Rev. J. A. Reagan, D. D., M. D.....Weaverville, N. C.
Rev. R .W. Pickens.....Weaverville, N. C.
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Term Expires 1908.

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E. F. Vandiver.....Weaverville, N. C.
Rev. H. F. Chreitzberg, D. D.....Gastonia, N. C.
J. D. Barnard.....Weaverville, N. C.

Term Expires 1909.

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J. G. Chambers.....Beach, N. C.
Rev. D. Atkins, D. D.....Winston, N. C.
Rev. J. H. Weaver, D. D.....Lenoir, N. C.
Rev. A. W. Plyler.....Weaverville, N. C.

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Frank M. Weaver, President. T. Hale Weaver, Treasurer.

E. F. Vandiver, Secretary.

Executive Committee

C. P. Weaver. T. H. Weaver. C. E. Chambers.

Dr. C. P. West, Chairman. E. F. Vandiver.

Faculty

J. M. Robeson, Emory and Henry College, President.
Mental, Moral and Natural Science.

M. A. Yost, Emory and Henry College,
Ancient Languages.

Charles K. Robinson, Trinity College,
English.

Stanley Reeves, Emory and Henry College,
Mathematics.

Mrs. M. A. Yost, Martha Washington College,
Instrumental Music.

26626

Calendar for 1904-1905

Fall Term begins Wednesday, September 7, 1904.

Field Day and Relay Race—October 22, 1904.

Delphian Public Debate—Friday Evening, Nov. 18, 1904.

Fall Term closes Tuesday, January 10, 1905.

Spring Term begins Wednesday, January 11, 1905.

Cliosophic Public Debate—Friday Evening, March 17, 1905.

Spring Term closes Tuesday, May 16, 1905.

Commencement Exercises—May 14, 15,16, 1905.

Foreword

A liberal school, working to forward the universality of Christian education, will receive only two great classes of students. The first class—from many standpoints the most important class—consists of those young men and women whose fathers and mothers labored to win daily bread, who have been acquainted with struggle and know the meaning of sacrifice. Such are not able to complete a thorough, scholarly education, but they must have that mental training to help them to make—not a mere "living," but a "life." From these ranks come some of our best students, who appreciate most their opportunities, however limited those opportunities may be.

The second class is composed of those who make their work in our schools a prefigure of greater things; who, with the preparation received here, go right on to the larger institutions of learning, having already made gain, not only by closer touch with their instructors during formative years, but also by a saving of dollars and cents. The "extras" made by university life and society do not present their claims here.

And what has been our success with both these classes? We can point with pride to hundreds of noble men and women all around us, educated and successful, who were members of the first class, but whose children now entering will belong to the second.

On the other hand, we have not a few whose later work has been well recognized at Trinity, at the State University, at Columbia, N. Y., at Vanderbilt, at Johns Hopkins and other famous institutions.

Do you need any education at all? Then we insist with

reasonableness that, to whatever class you may belong, we are prepared to help you, and we make a few interesting claims in the following pages.

OUT OF DEBT.

For several years Weaverville College has been embarrassed by a debt, incurred in the erection of buildings, so large that it required our utmost effort to keep the interest paid, leaving little opportunity for improvement or development. The greater part of this debt is paid and provision is made for the payment of the small amount yet unpaid. By December first every cent of debt will be removed, and, in the coming year, we shall be able to apply our income, not to the compulsory payment of "interest" on a debt, but to such improvements as it may seem wise to make.

To the many friends of the institution this is a most gratifying state of affairs. The institution, unencumbered, will extend the field of its influence and usefulness as, by the faithfulness of its friends, the needs of the people, and the greatness of its mission, it is obligated to do.

Speaking for the Board of Trustees, the Faculty, and all of those in authority, we acknowledge ourselves obligated to all those who have aided in the discharge of this debt, and especially to Rev. A. W. Plyler, who was untiring in his efforts to secure funds for its liquidation, and to Dr. J. A. Reagan, so long zealous for the wellfare of the institution.

WHO ARE THE EIGHT THOUSAND?

The second edition of "Who's Who in America," contains 1,300 pages of brief biographies, without eulogy, criticism or comment, of such persons now living in America as have become noted factors in the progress and advancement of the age. Endeavor has been made to include all Americans of more than local note in all lines of useful

effort. No name is inserted or omitted for financial consideration; the book is sold on its merits.

In order to determine, as far as possible, what effect education has had on their success in life, effort was made to ascertain the school training of each of these men and women of "more than local note," and 7,852 (nearly 8,000) in the United States were thus educationally classified.

There are in the United States 40,782,500 persons over twenty-one years old. These are divided educationally as follows:

Class 1—Without school training..... 4,682,498
Class 2—With only common school training.....32,862,951
Class 3—With Common and high school training 2,165,357
Class 4—With college or higher education added 1,071,200

Now the question is, How many of the eight thousand people of "more than local note" come from each of these classes?

The 4,682,498 of Class 1 furnished..... 31
The 32,862,951 of Class 2 furnished..... 808
The 2,165,357 of Class 3 furnished.....1,245
The 1,071,200 of Class 4 furnished.....5,768

It thus appears:

First—That an uneducated child has one chance in 150,000 of attaining distinction as a factor in the progress of the age.

Second—That a common school education will increase his chances nearly four times.

Third—That a high school training will increase the chances of the common school boy twenty-three times, giving him eighty-seven times the chance of the uneducated.

Fourth—That a college education increases the chance of the high school boy nine times, giving him two hundred and nineteen times the chance of the common school boy,

and more than eight hundred times the chance of the untrained boy.

Of the 7,852 "notables" thus gathered, 4,810 proved to be graduates of colleges.

From the nature of the case it can not be claimed that these figures are exact, but they are based upon the most reliable government statistics, and the estimates have been made with care. It is also doubtless true that other circumstances contributed to the success of these college trained men, but, after all reasonable allowances are made, the figures still force the conclusion that the more school training the child who will work has, the greater will be his chances of distinction, usefulness and success. What say you?

OUR LOCATION.

Weaverville College is eight miles from Asheville, and four miles from Alexander. It is one hundred feet higher than Asheville. The distant mountains almost encircle it. Even the casual eye is pleased. Altitude, latitude, good water, natural drainage and mountain scenery, make this the resort of thousands from all parts of the world at all seasons of the year. The students are coming mountainward. We offer health with culture.

Weaverville is a village of five hundred inhabitants, built up about the school, and having the school as a nucleus. It is comparatively new, and many of its residences are very attractive. It is more like a strong, prosperous, thickly-populated country community in its arrangement than it is like a town.

BUILDINGS AND GROUNDS.

The main building is composed of two parts; the old building, erected about twenty-five years ago, and the new one completed in 1895. The plan on which the old building

was erected is an excellent one. In 1894-95 it was put in good condition. The old and new parts are joined in such a way as to present a well connected appearance, giving a front of 100 feet and an average depth of 90 feet.

The old building is 50 by 80 feet. The new one 46 by 90 feet.

Both buildings are of brick, two stories high. The ceiling in both is high and the means of ventilation good.

There are in all thirteen rooms, most of them being large and each one abundantly commodious for its purpose.

The chapel deserves especial mention, being large and nicely finished. It has a long, broad, elevated stage, well suited for public performances. It is provided with good seats and has a seating capacity of eight to nine hundred.

The grounds are high and dry, comprising six acres around the buildings and six acres below the immediate grounds, but easily accessible. The six acres about the buildings are shaded by fine forest trees, mostly oak.

THE DORMITORY FOR GIRLS

Is a two-story frame building, thirty-eight by forty. It was completed in 1886. It is only thirty-five yards from the main building. Its location is excellent. In shape it is rectangular—almost square. There is nothing elegant in its architecture or appointments, but it is a *good* building, the rooms are comfortable, the windows are large and the rooms have good depth. A porch runs along the entire front. The building is already nicely furnished.

ACCOMMODATIONS FOR YOUNG MEN.

Male students may find board in the homes in the village, in easy reach of the grounds. Board may be had for both boys and girls at seven, eight and ten dollars per month. Where it is necessary to practice more rigid economy, students may rent good rooms—there are plenty of them—

and do their own work. In this way the cost of living is very small, or what they choose to make it.

THE FACULTY.

We feel that we are justified in giving large commendation to those who are to constitute the faculty of 1904-05. All the teachers except the Teacher of English are retained from the Faculty of 1903-04. The record of their work is good.

The Teacher of English was selected from a number of applicants because of his unquestioned fitness for this work. He is a graduate of Trinity College, and has made an excellent reputation, both as a student and as a teacher. We commend him fully to all the past and prospective patrons of our school.

GOVERNMENT.

The government of the student body will meet the requirements of justice, propriety, progress. How it will meet it we can not tell, but we never yet have seen a government fail that had for its end these three things. In general, students must give cheerful and prompt obedience to all the teachers, abstain from that which is bad, observe such regulations as may be made, and *do* the work which is given them to do.

We reserve the right to enforce *any* regulation or law whatsoever, as circumstances may demand, *whether it be printed in the Catalogue or not.*

The following are some of the laws and regulations (in brief) which have the sanction of the Board of Trustees:

First—A student may be reproved before the Faculty or the school, suspended or expelled upon receiving a definite number of demerits.

Second—That no student shall enter any contest or play as a regular player on any athletic team unless he has made

or makes an everage daily grade of 80 per cent., or an average examination grade of 70 per cent.

Third—That no student shall enter any contest for medals, except in his society, until he shall have taken at least eight practices before some one designated for that purpose, these to begin two months prior to the contest in which he proposes to enter and to proceed in regular order until completed.

Fourth—That any student whose conduct at public or private games is calculated to injure himself or the reputation of the school may be forced to remain at home during the playing of such games, and, violating the request to do this, may be expelled.

COURSE OF STUDY.

Freshman Year—Fall Term.

1. Latin—Caesar, Latin Prose Composition, Gilderslieve's Latin Grammar.
2. Greek—Anabasis, Greek Prose Composition (Pearson), Goodwin's Greek Grammar.
3. Mathematics—Algebra, Milne.
4. English—Buehler's Exercises in English, Genung's Composition-Rhetoric.
5. Civil Government.

Spring Term.

1. Latin—Sallust, Composition, Gilderslieve's Grammar.
2. Greek—Heroditus, Composition, Goodwin's Grammar.
3. Mathematics—Algebra, Milne's, Wentworth's Plane Geometry.
4. English—Hawthorne's American Literature, Class Study of Southern Poets.
5. General History.

Sophomore Year—Fall Term.

1. Latin—Virgil, Moulton's Composition, Latin Grammar.
2. Greek—Plato, Composition, Goodwin's Grammar.
3. Mathematics—Solid Geometry, Wentworth's.
4. English—Paragraph Writing.
5. Science—Physics, Gages.

Spring Term.

1. Latin—Cicero, Composition, Grammar.
2. Greek—Homer's Illiad, Composition, Grammar.
3. Mathematics—Conics, Wentworth's.
4. English—English Literature.
5. Science—Botany.

Junior Year—Fall Term.

1. Latin—Horace Composition, Latin Grammar.
2. Greek—Demosthenese, Greek Prose Composition.
3. Mathematics—Trigonometry and Surveying, Wentworth's.
4. English—"From Milton to Tennyson."
5. Science—Political Economy, Wayland's Revised.

Spring Term.

1. Latin—Juvenal, Composition, Latin Grammar.
2. Greek—The Medes of Euripides, Composition, Grammar.
3. Differential and Integral Calculus, Loomis'.
4. English—Interpretation of Literature.
5. Science—Political Economy, Wayland's.

Senior Year—Fall Term.

1. English—Anglo-Saxon Studies.
2. Intellectual Science—Davis' Psychology.
3. Metaphysics—Jevons-Hill's Logic.

Spring Term.

1. English—XIV Century Literature and Studies in Chaucer.
2. Intellectual Science—Davis' Psychology.
3. Moral Science—Robinson's.
4. General Geology.

Parallel readings, as supplementary work, will be required in departments of English, Greek and Latin. Special attention is called to the list following and students who have these books at home should bring them with them. Special attention will be given to the first list in the Fall Term.

COLLEGE REQUIREMENTS IN ENGLISH.

For 1900, 1901, 1902, 1903, 1904, 1905.

Official List.

REQUIRED FOR CAREFUL STUDY.

Burke's Speech on Conciliation with America.
Macaulay's Essays on Milton and Addison.
Milton's Minor Poems.
Milton's Paradise Lost, Books I. and II.
Shakespeare's Macbeth.

REQUIRED FOR GENERAL READING.

Addison's The Sir Roger de Coverly Papers.
Carlyle's Essay on Burns.
Coleridge's The Ancient Mariner.
Cooper's The Last of the Mohicans.
De Quincey's The Flight of a Tartar Tribe.
Dryden's Palamon and Arcite.
Eliot's Silas Marner.
Goldsmith's The Vicar of Wakefield.
Lowell's The Vision of Sir Launfal.

Pope's Iliad, Books I., VI., XXII. and XXIV.
Scott's Ivanhoe.
Shakespeare's The Merchant of Venice.
Shakespeare's Julius Caesar.
Tennyson's The Princess.

The Sub-Freshman Course will give thorough work in English (using Buehler's Grammar), Arithmetic, Geography (Physical and Descriptive), History, Derivative Spelling, Physiology, Beginners' Latin, etc. This work will be under the regular teacher.

ENTRANCE.

Students will call at the office of the College, enroll and make arrangements for the expenses of the term. They are received at any time, but they should come at the beginning and stay to the end.

TERMS.

Tuition per Term (18 weeks) in College Course	$18.00
Entrance Fee	2.00
Diploma Fee	5.00
Music (Instrumental)	13.50
Practice on Piano	2.25

The tuition in sub-freshman work will go from $12.50 per term down, according to the grade of work done.

Cash should be paid in advance at the beginning of the term, or secured by negotiable note. This arrangement will be insisted upon, but not *absolutely* required, *except in case of those who are already in arrears for tuition and other expenses.* This plan will be found most advantageous to all concerned, because, when students are entrusted with money for tuition, it is frequently spent for other and useless purposes.

No bill will be sent out for *less* than one quarter. Attend-

ance for *any* time in any quarter will bring a bill for the entire quarter.

Tuition will be refunded in case of protracted illness or unavoidable absence of one month or more, such as would be brought about by serious illness or death in the family of the student.

Interest is charged on all balances and delayed payments.

At whatever time the student may enter, his Entrance Fee will be $2.00. As required by the Executive Committee, this Entrance Fee *must* be paid before registration.

Damage to school property must be paid for by the student who does the damage.

No books will be sold on credit.

TO TEACHERS IN THE PUBLIC SCHOOLS.

Our second term begins January 10, 1905. This date is convenient for the entrance of those teachers who need more thorough preparation for the work of teaching. Careful and thorough work will be given in the more important and advanced public school studies and in pedagogy.

The salaries of teachers in the public schools are being increased, and the progressive spirit of the day is demanding a better and more intelligent service upon the part of the teacher. Your State, in the hope of having a strong, safe and capable citizenship, is giving such encouragement to the education of the masses as it has never given before.

The public school teacher, old or young, will fail to do his duty if he does not supplement this effort of his State by giving himself the best advantages within his reach.

In view of these facts, we hope to have many teachers from this and adjoining counties for the coming Spring Term.

That Boy of Yours

Yours? Well, this is the point—you are bound by something more than ordinary philanthropy. Yours! You may say it with pardonable pride, for he who raises well a boy adds new force to the world and deserves well of his country. Boys are the material from which men are made.

But you must say it also with a good measure of concern. He is *your* boy, bound by the law to obey you until he is twenty-one, and dependent upon your will for the preparation he shall have for the duties and responsibilities that will then come upon him. He *must* enter upon *his* battle with the world, and *you* will provide his training. The future of your boy is largely in your hands. Will you realize it? Do you?

—

HELPLESS AND HEEDLESS. But he is thoughtless and heedless! He would have died a dozen times with cholera morbus, cold, fever, or other disease due to utter imprudence, or, with powder or water would have killed himself, had it not been for your care, watchfulness, admonitions, and the special providence which watches over him. A boy is the most heedless creature on earth. And this heedless boy of yours must very shortly stand for himself against every sort of atagonist. He will be plied with every temptation, opposed by crafty men, and even by nature herself, reluctant to give up her treasures even to honest toil. If he comes to this contest as he now is, *will he certainly go under?*

—

MAN THE EDUCATABLE ANIMAL. But over and against the striking fact of man's infantile helplessness and his youthful heedlessness is the equally striking fact that far beyond all other

YOUR RESPONSIBILITY. reason that the law of man and God gives you power over him till he is twenty-one, and both bid him obey you. By both it is presumed that you should best know what he should do, and hence the power *and* the *responsibility* is placed on *you*. It is *your* duty to educate your boy; it is *his* duty to obey you and receive it, and the day will come when he will thank the kind and wise father who set aside his foolish ideas and sent him to the preparation of himself for the battles of the 20th century.

—

THE CONSCIENCE. We have named as the third need of your boy "a strong and active conscience." To build up a strong sense of duty; to make him a glad worker; to secure respect and esteem for the law, human and Divine; to develop your boy into a thoughtful observer of life, and a considerate observer of the rights of others; to fix "the law of kindness" in his heart—these are no small parts of the teacher's work. He will be a better lawyer, doctor, preacher, farmer, mechanic, for his training, and, above all, a better "*life*" will be led by him.

—

CONCLUSION. Where can this ideal training be secured? Nowhere perfectly, but there is great room for choice. Demand that the institution to which you send him shall develop him—not by putting "additions to him"—but by enlarging that which is in him.

Choose the best in your reach. The best is none too good for your boy.—*Substance of paper authorized by General Board of Education.*

EXAMINATIONS.

At the close of each Term, written examinations are conducted and each student's grade is recorded. A grade of

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Oct. 29, 1962

70 in a standard of 100 must be reached or the subject must be reviewed.

Examinations for the benefit of those students who have failed in the regular examinations on any subject during the past session, will be held Saturday, September 10, 1904. Such students should make careful preparation on these subjects during the vacation. These examinations will cover only that part of the subject upon which the regular examinations were given.

INSTRUMENTAL MUSIC.

The teacher of Instrumental Music has had the advantage of study under some of the best educators of the South and also under Dr. Henry G. Haushett, Director of the Central School of Music, Brooklyn, N. Y. Her work is *thorough*, correct.

LITERARY SOCIETIES.

The Cliosophic, Delphian and Entre Nous Literary Societies are very active organizations. They hold weekly meetings in halls set apart for their respective use. They award medals for excellence and improvement in debate and composition.

The past work of these societies, taken as a whole, has been very helpful to the students. In the coming year they will receive much attention from the Faculty. The Improvement contests are to be stimulated, started early, encouraged throughout, and put under such regulations and censorship as shall *enforce* their success. Excellence in declamation, recitation, choice of subject matter, and debate shall be the end in view, and upon one condition the inteligent student *shall become able to think and express his thoughts "while on his feet"*: that condition is—that *he shall work*, and *work as directed.*

A SUMMER SCHOOL FOR TEACHERS IN 1905.

It s our purpose to invite the adjoining counties to unite with our own county in a six weeks' Summer School, to begin about the first of June, 1905. The college buildings are splendidly adapted to this purpose, and they will be placed at the disposal of the teachers. The cost of board will be small, the location is ideal for normal work, and our people would give a most cordial welcome to such a gathering.

By uniting we shall be able to provide ourselves with better instructors, lecturers, etc., than we can provide otherwise.

We should be glad to hear from all those teachers who would interest themselves in such an arrangement. Address J. M. Robeson, Weaverville, N. C.

THE COLLEGE COMMUNITY AND INFLUENCES.

" My purpose is to mention some of the local influences that tell upon the student life of Weaverville College. We are all to a degree creatures of environment, but none so much as those in the formative period of youth. And it must be gratifying to the patrons of Weaverville College that the students thereof are favored with so many helpful influences.

" Nature has been prodigal in giving the place a climate which guarantees health and vigor, and scenery that is a perpetual inspiration. And man has not marred the favored place with haunts of vice. Moral pitfalls would not be tolerated for a moment. The community is composed of strong, moral, intelligent citizenship, which gives a tone to the place that is anything but low and mean.

" The church here offers all the advantages that are supplied elsewhere, and more than many places in one respect especially: The working force thereof is characterized by

many active young Christians. And the example of these young workers cannot have other than a most salutary effect upon others, tending to bring them also into active Christian service. The present student body deserves commendation for its interest in the church.

"There is another matter of no little importance to be mentioned. That is, the entire college faculty are sincere, positive Christians. And being in close touch with the students, the influence of these teachers is the very finest. This influence is also far-reaching, because of the popularity and recognized ability of these teachers.—*Extract from North Carolina Christian Advocate.*

—

"Weaverville is no longer a part of a circuit, but is a station, commanding the whole time and energy of a pastor, giving him opportunity to organize and develop the spiritual forces of the youth brought under his influences. And I am gratified to learn that the pastor selected for this post of honor and opportunity is addressing himself intelligently and earnestly to his work, with the hearty co-operation of his congregation, and good hope of a rich fruitage in character and competency for the future church."—*Bishop R. K. Hargrove in North Carolina Christian Advocate.*

MEDALS.

West Medal, given annually for excellence in Oratory, by Dr. and Mrs. Chas. P. West.

Vandiver Medal, to the best Declaimer, by Mr. Ed. F. Vandiver.

Reciter's Medal, given for excellence in recitation, by the Entre Nous Literary Society.

Winners of College Medals, 1904.

Declaimer's Medal—Chas. R. Allison, Henderson County.

Reciter's Medal—Pearl Cannon, Buncombe County.
Orator's Medal—C. Guy Weaver, Buncombe County.

Winners of Society Medals, 1904.

CLIOSOPHIC SOCIETY.

Imprrovement Medal, for improvement in Debate—R. R. Johnson, Yancey County.
Debater's Medal—Otis J. Moon, Indiana.

DELPHIAN SOCIETY.

Improvement Medal, for improvement in Debate—O. A. Reeves, Buncombe County.
Debater's Medal—O. A. Reeves, Buncombe County.

REPORTS.

Reports will be sent to the parents or guardian giving an account of the student's diligence and proficiency and deportment. These reports will give the facts in the case. They will be made at the end of each quarter, and the student's work will be indicated by the following words: "Low," "Fair," "Good," "Very Good," "Excellent." In the case of the ordinary student who is in for his first term, "Fair" is not to be despised. "Good" and "Very Good" will deserve the high commendation of the parent, and "Excellent" will indicate that the work is irreproachable. We want these reports to be valuable, and we shall not seek to gain the favor of patrons by sending out "glowing reports," but rather by sending those which are wholly true and worthy of entire confidence. Let parents give close attention to these reports and approve or disapprove as the report, the health of the student, his previous preparation for entrance here, etc., shall justify.

MISCELLANEOUS.

From the following considerations Weaverville College must be *distinctively* the " School of the Masses," the " Great Common People."

The cost of Board and Tuition is as small as it can be made and within the reach of all.

The buildings, laying no claim to elegance, are most comfortable and commodious, being large, warm and well ventilated.

The school, while it grants diplomas to all who complete its course, and thereby gives whatever of prestige it may have to those who can not go *beyond* its course, gives *thorough* preparation for entrance into the classes of our *one* or *two first-class* Colleges, and also for University entrance. If the student's means are limited he may become here well educated, cultured, refined, enlarged; if less limited, this should be to him a place of careful and thorough preparation for larger things.

Its Faculty is composed of thoroughly equipped men and women who have the " strength of life's prime."

Its course of study and everything here given will be found as represented in this catalogue—nothing exaggerated, nothing withheld—a frank and open statement to the *questioning, searching public.*

—

To those who would inquire we commend the student body of the past year. Their work and character as a whole have been good, and we believe the new student who comes among them will find an uplift in the influence exerted by them.

Free tuition will be given to ministers of any evangelical denomination coming with propor endorsement. Children of ministers in pastoral work will be given tuition at half rates.

Trinity College gives annually one $50 scholarship. This

will be awarded to that student whose character and scholarship shall make him worthy to receive it.

Students coming by rail should start so as to arrive at Asheville or Alexander in the forenoon. If delayed at Asheville, they should go to the Swannanoa Hotel, but in all cases it will be most convenient for students to come to Alexander. We advise that they do this.

Students must provide themselves with all books required in each department. Where students are sure as to what work they will take up, it is advised that they purchase their books before coming to Weaverville.

All communications should be sent to Weaverville, N. C. Money may be sent by registered letter or money order.

Express and telegraph office, Asheville, N. C.

Telephone connection with all important towns.

Ministers, friends of the institution, the old students, and especially those of the past two years, and those who will return, can aid us very much by sending names and addresses for catalogues. For free catalogues, write to

M. A. YOST, *Secretary of the Faculty,*
WEAVERVILLE, N. C.

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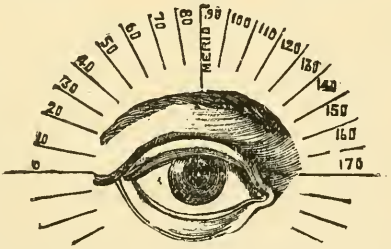

and you should therefore have the most careful attention. Any irritation, burning sensation, dull headache, twitching of the lids or specks floating before the eyes, is indication that something is wrong—the eyes need attention. Our years of experience are at your service. We will fit your eyes with glasses that will rest and relieve any pain, guaranteeing perfect satisfaction. EXAMINATIONS FREE.

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